



School of English, Journalism
& European Languages

UNIT OUTLINE

HEA103
English 1A
Telling Stories

Semester 1, 2008-LAUNCESTON
www.utas.edu.au/units/HEA103

Coordinator:	Dr Narelle Shaw Room L219 Faculty of Arts Building Phone: 63243225 Email: N.Shaw@utas.edu.au
Consultation hours:	Tuesdays 11-12, Wednesdays 12-1, Fridays 10-11
Unit description:	How are works regarded as <i>classics</i> within the English literary canon read today? Through a series of modules that focus on the ways in which canonical texts are told and retold, this unit introduces students to the work of close reading, critical thinking and writing practice. Students who successfully complete this unit will have built knowledge, gained familiarity with a range of theoretical approaches, and developed core skills on which to base further studies in English.
Unit aims and objectives:	<ol style="list-style-type: none">1. Investigate the importance of beginnings for the work of literature2. Practice skills of close reading, textual analysis and critical thinking3. Develop familiarity with a variety of critical frameworks through which literary texts can be read4. Develop familiarity with key research tools and techniques
Learning outcomes:	Students will begin to acquire and apply knowledge of English (See aims and objectives 1, 2, 3, 4) Students will communicate across a range of contexts (See aims and objectives 2, 4)

	<p>Students will develop competencies in information literacy and identify critical issues in English. (See aims and objectives 2, 3, 4)</p> <p>Students will demonstrate awareness of the international influence of literary texts. (See aims and objectives 1, 2, 3, 4)</p>
Required texts:	<p>Seamus Heaney, trans. <i>Beowulf</i> (Faber, 1999).</p> <p>Shakespeare, <i>Anthony and Cleopatra</i> (Oxford UP, 2000).</p> <p>Jane Austen, <i>Persuasion</i> (Penguin, 2003).</p> <p>Alfred Tennyson, "The Lady of Shalott" and Robert Browning "My Last Duchess" (provided)</p> <p>John Fowles, <i>The French Lieutenant's Woman</i> (Vintage, 2004).</p> <p>Sylvan Barnet and William E. Cain, <i>A Short Guide to Writing about Literature</i> (Pearson Longman, 2006).</p>
Recommended text:	<p>John O'Connor, <i>The Pocket Guide to English Language</i> (Cambridge: Cambridge UP, 2003).</p>
When taught:	<p>Lectures: Tuesdays 12-1.50 (LT5)</p> <p>Note: Lectures will be recorded using Lectopia and streaming sound files will be available on MyLO.</p> <p>Tutorials are offered at a variety of times. Students will be asked to sign up for a tutorial group on tutorial enrolment forms distributed in the first lecture. Tutorials begin in week 2 of semester. Note: any group in which participant numbers fall below 10 may be discontinued and participants asked to join another group.</p>
Assessment:	<p>Participation (10%), 1,000 word essay (20%), 1,500 word essay (30%), 2 hour exam (40%)</p>

LECTURE SCHEDULE

Week	Date beginning	Topic	Assignments
1	25 February	Welcome and Introduction	
2	3 March	<i>Beowulf</i>	
3	10 March	<i>Beowulf</i>	Participation Task 1 14 March, 5pm
4	17 March	<i>Anthony and Cleopatra</i>	
Mid-semester Break 20-26 March			Essay 1, Option 1 28 March, 5pm
5	31 March	<i>Anthony and Cleopatra</i>	
6	7 April	<i>Persuasion</i>	
7	14 April	<i>Persuasion</i>	Essay 1, Option 2 18 April, 5pm
8	21 April	Victorian Narrative Poetry: Tennyson, "The Lady of Shalott"	Participation Task 2 24 April, 5pm
9	28 April	Victorian Dramatic Poetry: Browning "My Last Duchess"	Essay 2, Option 1 2 May, 5pm
10	5 May	Screening of <i>The French Lieutenant's Woman</i>	
11	12 May	<i>The French Lieutenant's Woman</i>	Essay 2, Option 2 16 May, 5pm
12	19 May	<i>The French Lieutenant's Woman</i>	
13	26 May	Review	Essay 2, Option 3 30 May, 5pm
<p>30 May: deadline for accepting all extended work in the unit</p> <p>Study Period 2-6 June</p> <p>Examination Period: 7-24 June</p>			

Assessment

Participation

Participation in HEA103 English 1A is assessed by short-answer research exercises related to unit content. The participation exercises are designed to introduce students to some of the key research tools and techniques in English. Each task is worth 5%. Together the two exercises are worth 10% of your final mark in the unit.

Participation tasks will be discussed in tutorials.

Participation task 1:

Task description	<p>Finding Definitions: "classic" and "canon"</p> <p>Begin by looking up the terms in the <i>OED Online</i>. <i>OED</i> stands for <i>Oxford English Dictionary</i>. You can locate the <i>OED Online</i> under "Databases" on the Library's Homepage, or by using <i>The English Subject Guide</i>, accessible under "Subject Guides" also on the Library's Homepage. We'll use <i>The English Subject Guide</i>. The <i>OED Online</i> link is in the first section "Where do I start my research?"</p> <p>Search for the terms "classic" and "canon." Using the <i>OED's</i> numbering system, identify the meanings you consider most relevant. For example: canon, n¹: 2b, 2c, 4 and draft additions "literary criticism." Note n stands for noun.</p> <p>Now use the Library Catalogue to conduct a search for dictionaries of literary terms. Choose "title keywords" from the drop-down menu and type in "literary terms."</p> <p>Make a list of 5 dictionaries published within the last 10 years. Lastly, locate John Guillory's essay "Canon," which we've put on e-reserve for you. Find it by doing either an author search or a title search. Read the essay.</p> <p>Submit your <i>OED</i> meanings and your list of 5 literary dictionaries.</p>
Links to learning outcomes	1, 2 and 3
Date due	Friday 14 March, 5pm

Participation task 2

Task description

Finding Secondary Sources

Go to the *English Subject Guide*. Locate the heading "How do I find books on my subject?" Select "Search the Library Catalogue."

Search for "Austen Persuasion" using, first, "Subject Keyword" and, second, "General Keyword." Note where you get the better result. Conduct a similar search for "Jane Austen." Identify 2 books you might use to begin research on *Persuasion*.

Search for "Fowles The French Lieutenant's Woman" using both "General Keyword" and "Subject Keyword." Conduct a similar search for "John Fowles." Identify 2 e-reserve articles you might use for Essay 2 Option 3, by quickly reading the introductory paragraphs.

Go back to the *English Subject Guide*. Locate the heading "How do I find articles on my subject? (Databases)." Select JSTOR. Search for "The French Lieutenant's Woman." Identify 1 article you might use for Essay 2 Option 3.

Go back to the *English Subject Guide*. Locate the heading "How do I cite and manage my information resources?"

Download a copy of "Referencing using the MLA Style" (pdf). **Use this referencing guide to present citations of your 2 books and 3 articles. Submit your list of 5 citations.**

Links to learning outcomes

1, 2 and 3

Date due

24 April, 5pm

Essay 1: Textual explication

This essay is designed to get you started in thinking about literary texts. It depends on your close reading of a textual extract. The word "explication" means "the action or process of unfolding" (*OED*). You'll be unfolding—explaining, clarifying, interpreting—textual meaning.

To prepare, read the first three chapters of *A Short Guide to Writing about Literature*. Then read "Explication," the first section of the fourth chapter dealing with forms of literary criticism.

There will be discussion on each explication option in tutorials. We'll also talk about the material from the *Short Guide* in tutorials.

Essay 1: Textual explication

Task description

Choose **ONE** of the following topics.

Option 1: *Beowulf*

Write a short essay discussing details from lines 86-193 from *Beowulf* ("Then a powerful demon, a prowler through the dark . . . There was panic after dark, people endured raids in the night, riven by the terror"). With close reference to specific details from these lines, consider how the poet holds his readers' attention and how he influences us to share his viewpoint of the events described.

Option 2: *Anthony and Cleopatra*

Write a short essay discussing details from the following passage, taken from Enobarbus's description of Cleopatra at Cydnus (*Anthony and Cleopatra* 2.2). With close reference to specific details from this passage, consider how the voice of the speaker interests readers in the story, and how his voice guides us to understand the story, its Egyptian setting, and the presentation of Cleopatra.

The barge she sat in, like a burnished throne
Burned on the water; the poop was beaten gold,
Purple the sails, and so perfumèd that
The winds were lovesick with them; the oars were silver,
Which to the tune of flutes kept stroke, and made
The water which they beat to follow faster,
As amorous of their strokes. For her own person,
It beggared all description: she did lie
In her pavilion—cloth-of-gold of tissue—
O'er-picturing that Venus where we see
The fancy out-work nature; on each side her
Stood pretty, dimpled boys, like smiling Cupids,
With divers-coloured fans, whose winds did seem
To glow the delicate cheeks which they did cool,
And what they undid did.

...

I saw her once
Hop forty paces through the public street;
And having lost her breath, she spoke, and panted,
That she did make defect perfection,
And breathless, power breathe forth.
(2.2. 198-212; 235-39)

Task length

1000 words (including quotes)

Links to learning outcomes

1 and 2

Assessment criteria / guidelines

1. Effectiveness of introduction
2. Relevance and coherence of argument
3. Effectiveness of conclusion
4. Attention to expression, spelling, proof-reading

Date due

Beowulf option: Friday 28 March, 5pm

Anthony and Cleopatra option: Friday 18 April, 5pm

Essay 2: Analytical Research

This essay is designed to help you develop your own thinking about literary texts. It requires, first, your close reading knowledge of the literary text; second, your consideration of the text from a particular viewpoint; third, your use of critics; and, fourth, your use of MLA Style.

To prepare, read "Analysis," the second section in the fourth chapter of *A Short Guide to Writing about Literature*.

There will be discussion on the three essay options in tutorials. In particular, we'll talk about the role of critics (a) in furthering your understanding of a text and (b) in helping you develop your argument on a particular topic.

Essay 2: Analytical, research

Task description

Option 1:

In *Persuasion*, "everything is seen from [Anne's] point of view, though represented independently. Anne is the subtle consciousness of the novel." (Beer xxii)

Using your knowledge of *Persuasion* and your reading of at least two critics (one of whom may be Beer), write an essay discussing this statement.

Note Beer is the editor of our Penguin edition. I'm quoting her Introduction.

Option 2:

Tennyson favours romance; Browning favours realism.

Using your knowledge of "The Lady of Shalott" and "My Last Duchess" and your reading of at least two critics, write an essay comparing the poems in terms of this proposition.

Option 3:

Using your knowledge of *The French Lieutenant's Woman* and your reading of at least two critics, write an essay explaining how both conventional and experimental storytelling constitute Fowles's novel.

Task length	1500 words (including quotes)
Links to learning outcomes	2, 3 and 4
Assessment criteria / guidelines	<ol style="list-style-type: none"> 1. Effectiveness of introduction 2. Relevance and coherence of argument 3. Effectiveness of conclusion 4. Use of critics 5. Attention to expression, spelling, proof-reading, MLA Style
Date due	<p><i>Persuasion</i> option: 2 May, 5pm</p> <p>Victorian Poetry option: 16 May, 5pm</p> <p><i>The French Lieutenant's Woman</i> option: 30 May, 5pm</p>
Final exam	
Description / conditions	2 hour closed book examination
Links to learning outcomes	1, 2, 3 and 4
Assessment criteria / guidelines	<p>Essays should address the questions as directly and as fully as possible.</p> <p>More specific information on the exam will be provided in Review Week.</p>
Date	<p>The final exam is conducted by the University Registrar in the formal examination period. See:</p> <p>http://www.studentcentre.utas.edu.au/examinations_and_results/</p>

ADDITIONAL INFORMATION

Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at www.utas.edu.au/plagiarism or in the Student Information Handbook.

Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Late Assignments

Late submissions will be penalized as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Requests for extensions should be directed to your unit coordinator before the due date.

Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Disability Adviser
- Careers Adviser
- Student Counsellor

University Statement on Plagiarism and Academic Integrity

"Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

Assignment Presentation

The English discipline uses MLA Style, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003). For a brief introduction, refer to http://www.utas.edu.au/english/english1/mla_citation_syst.doc, MLA Citations System: A Brief Guide.

Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

Assessment Criteria

The following criteria apply to assessment of the essay:

- Effectiveness of introduction
- Relevance and coherence of argument
- Effectiveness of conclusion
- Scope of textual referencing
- Use of critics
- Attention to expression, spelling, proof-reading and stylesheet.

IT Support

Learning online—for online learning and Vista support – <http://www.utas.edu.au/coursesonline/>
Information Technology Services—for general IT Support (includes link to UTAS download website)
<http://www.utas.edu.au/servicedesk/student/index.html>

Library Services—for information literacy support – <http://www.utas.edu.au/library/>
Help Desk (email HelpDesk@utas.edu.au or 6226 1818, within University 1818)